

Challenge Grant II Program Evaluation Survey

This survey will become part of your county's Challenge II contract with the Board of Corrections. For purposes of this survey:

- “Program” refers to a defined set of interventions that will be given to a specified research sample in order to evaluate well-stated hypotheses.
- “Research Design” refers to the procedures you will use to test the stated hypotheses for your Program. In some instances you will have more than one Research Design for a Program, in which case a separate survey must be completed for each Research Design.
- “Project” refers to all the work that you propose to do with Challenge Grant II. For example, if you have two Programs and two Research Designs for each Program, the entire effort would constitute your Project (and you would complete four surveys).

To simplify the task of completing this survey, we refer you to several sources; 1) the initial Research Design Summary Form, 2) your Program’s responses to the technical compliance issues identified during the grant review, and 3) the Request for Additional Information form distributed at the Challenge II Evaluators Meeting on June 23, 1999. If no additional information was requested of a particular item on the Research Design Summary Form, enter the original text into the appropriate space below. If more information was requested, provide a more complete response. In either case, please provide the additional information requested by any follow-up question.

1.	County: Tehama County	
1a.	Researcher: Christy Hurt	Phone: (530) 343-2924
	Address: 1154 East Avenue	Fax: (530) 343-2341
	Chico, CA 95926	E-mail: research1@snowcrest.net
1b.	Research Manager: Matt Russell	Phone: (530) 224-7704
	Address: P. O. Box 990063	Fax: (530) 24-7706
	Redding, CA 96099-0063	E-mail: research@snowcrest.net
1c.	Principal Data Collector: Bobbi Krantz	Phone: (530) 527-5537
	Address: P.O. Box 689	Fax: (530) 526-5638
	Red Bluff, CA 96080	E-mail: research2@snowcrest.net

2. **Program Name:** Current Challenge Grant participants have found it useful to pick a name that helps them to create a Program identity (two examples are the “IDEA” Program and the “Home Run” Program). Indicate the title you will be using to refer to your Program.

Challenge Grant II—Restorative Justice Program

3. **Treatment Interventions:** Describe the components of the Program that you will be evaluating. Another way of saying this is, “Describe how the ‘treatment’ juveniles (those in the Program) will be treated differently than the comparison juveniles (e.g., more intensive supervision, more thorough assessment, a wider range of services, more aggressive case management, better aftercare, etc.).”

The Restorative Justice Program will provide intensive, immediate interventions to the juveniles in the treatment group. The Program will teach youth in the treatment group to become responsible for their actions by making amends, restitution, and apologies to their victims. The Program focuses on the needs of the offending youth and their families by linking with community and county collaborators to provide counseling, educational services, home-based family support, parenting classes, and drug and alcohol programs.

3(a). The table below contains an exhaustive list of interventions that might be part of your Program. Use the appropriate number to distinguish the recipients, if any, of each of these interventions. If a particular intervention will not be part of your Program, please write a "0" in the box.

"1" - Treatment group only

"2" - Both groups with differences in specific intervention

"3" = Both groups with no differences in specific intervention

"4" = Comparison Group Only

3	Multi-disciplinary assessment to identify needs/plan interventions	2	Single point of entry/one-stop service center
2	Day Reporting Center	2	Multidisciplinary case management
0	Community Resource/Service Center	1	Restorative Justice Program
3	Neighborhood based prevention activities	1	Victim mediation/restoration
0	Teen Court	2	Institutional commitment
1	Neighborhood Accountability Boards	2	Transitional care
1	Victim advocacy	0	Voice tracking
2	On-site school	1	Community-oriented problem solving
1	Homework assistance	1	Reconciliation
0	Language proficiency development	0	Rigorous academic program
2	Monitor truancy through contact with schools	1	Tutoring
2	Probation officers on site: Prevention	0	ESL instruction
2	Probation officers on site: Intervention	1	Educational incentives
1	Social skills development	0	Mentoring
1	Life skills counseling	0	Life skills training
1	Youth leadership development	1	Swift and certain response
0	Parenting training - for youth	0	Emancipation skills training
2	Mental health counseling	1	Parenting training - for parents of youth
1	Family counseling	3	Sexual abuse counseling
0	Family counseling with involvement of extended family	1	Parenting counseling
2	Family conferencing	2	Parental prosecution
2	Family re-unification	0	Create multi-family support groups
0	Respite care	3	CPS referral
0	Family mentors	3	Medical services
1	Peer counseling	3	Physical therapy
3	Health education	2	Conflict resolution services
2	Conflict resolution training	0	Financial support
2	Anger management	2	Residential care
0	Finance management training	3	Clothing
0	Housing and food	3	Use of probation volunteers
1	Expedited case assignment and management	0	Vocational counseling
1	Community based restorative justice	0	Employment
0	Vocational training	0	Community service - paid
0	Job placement	2	Community service - unpaid
2	Pay restitution	2	Transportation
1	Intensive probation supervision	1	Behavioral contract
4	Probation supervision, not intensive	0	Speech therapy
1	Recreation activities	0	Outreach workers

2	After school programs	1	Other (Specify): Victim Empathy Training
3	Crisis intervention		Other (Specify):
2	Electronic monitoring		Other (Specify):
2	Alcohol abuse counseling and support		Other (Specify):
2	Substance abuse counseling and support		Other (Specify):
1	Increase PO contact with other community agencies serving the family/youth (e.g., schools, mental health)		Other (Specify):

- For those areas marked with #2's, services are being provided to both groups, however, the services will be offered on a much more limited basis to youth in the comparison group.

4. **Research Design:** Describe the Research Design that you will be using. Issues to be addressed here include the name of the design (e.g., true experimental design), the use of random assignment, and any special features that you will include in the design (e.g., the type of comparison group you will use for quasi-experimental designs).

True experimental design, with random assignment to treatment and comparison groups.

- 4a. Check (✓) the statement below that best describes your Research Design. If you find that you need to check more than one statement (e.g., True experimental and Quasi-experimental), you are using more than one Research Design and will need to complete a separate copy of the survey for the other design(s). Also, check the statements that describe the comparisons you will be making as part of your Research Design.

Research Design (Check One)	
<input checked="" type="checkbox"/>	True experimental with random assignment to treatment and comparison groups
<input type="checkbox"/>	Quasi-experimental with matched contemporaneous groups (treatment and comparison)
<input type="checkbox"/>	Quasi-experimental with matched historical group
<input type="checkbox"/>	Other (Specify)
Comparisons (Check all that apply)	
<input type="checkbox"/>	Post-Program, Single Assessment
<input type="checkbox"/>	Post-Program, Repeated Assessments (e.g., 6 and 12 months after program separation)
<input type="checkbox"/>	Pre-Post Assessment with Single Post-Program Assessment
<input checked="" type="checkbox"/>	Pre-Post Assessment with Repeated Post-Program Assessments (e.g., 6 and 12 months after program separation)
<input type="checkbox"/>	Other (Specify)

- 4b. If you are using a historical comparison group, describe how you will control for period and cohort effects.
5. **Cost/Benefit Analysis:** Indicate by checking "yes" or "no" whether or not you will be conducting a Program cost/benefit analysis that includes at least: a) the cost per juvenile of providing the interventions to the treatment and comparison groups; b) the cost savings to your county represented by the effectiveness of the treatment interventions; and, c) your assessment of the program's future (e.g., it will continue as is, be changed significantly, be dropped) given the results of the cost/benefit analysis.

Cost/Benefit Analysis	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

- 5a. If you will perform a cost/benefit analysis, describe how that analysis will be performed.

The cost/benefit analysis will focus on the youth in out-of-home placement. The percentage of youth in the treatment group in out-of-home placement will be compared with the percentage of youth in probation in out-of-home placement.

6. **Target Population:** This refers to the criteria that treatment and comparison subjects must meet in order to be able to participate in the research. Target criteria might include age, gender, risk level, legal history, wardship status, geographical area of residence, etc.

Please provide a detailed description of the criteria you will be using and how you will measure those criteria to determine eligibility (e.g., school failure as measured by suspensions/expulsions or by low grade point average)

- The target population will be from Tehama County.
- Juveniles who are 10-17 years of age and who have had a prior referral (any offense) to Probation or juveniles who have committed more serious first-time offenses (violence or controlled substance offense).

- 6a. Describe any standardized instruments or procedures that will be used to determine eligibility for Program participation, and the eligibility criteria associated with each (e.g., "high risk" as measured by the XYZ risk assessment instrument, a score of "X" on the CASI, etc.).

The criteria which will be used are prior referrals and gravity of offense.

7. **Sample Size:** This refers to the number of juveniles who will participate in the treatment and comparison samples during the entire course of the research. Of course, in any applied research program, subjects drop out for various reasons (e.g., moving out of the county, failure to complete the program, etc). In addition, there will probably be juveniles who participate in the Program you will be researching and not be part of the research sample (e.g., they may not meet one or more of the criteria for participation in the research, or they may enter into the Program too late for you to conduct the mandatory minimum of six months follow up of the juvenile after Program completion). **Using the table below**, indicate the number of juveniles who will complete the treatment interventions or comparison group interventions, plus the minimum six months follow up period. This also will be the number of subjects that you will be including in your statistical hypothesis testing to evaluate the Program outcomes. Provide a breakdown of the sample sizes for each of the three Program years, as well as the total Program. Under **Unit of Analysis**, check the box that best describes the unit of analysis you will be using in your design.

Sample Sizes (Write the expected number in each group)			
Program Year	Treatment Group		Comparison Group
First Year	75		75
Second Year	100		100
Third Year	50		50
Total	225		225
Unit of Analysis (Check one)			
<input type="checkbox"/>	Individual Youth	<input type="checkbox"/>	Family
<input type="checkbox"/>	School	<input type="checkbox"/>	Geographic Area (e.g., neighborhood)
<input type="checkbox"/>	Other	<input type="checkbox"/>	Other:

8. **Key Dates:**
- “Program Operational” is the date that the first treatment subject will start in the Program.
 - “Final Treatment Completion” is the date when the last treatment subject in the research sample will finish the interventions that constitute the Program (and before the start of the follow up period).
 - “Final Follow Up Data” is the date when the last follow-up data will be gathered on a research subject (e.g., six months after the last subject completes the treatment interventions or whenever these data will become available).

Program Operational Date: 9/1/99

Final Treatment Completion Date: 12/31/2001

Final Data Gathering Date: 6/30/2002

9. **Matching Criteria:** Whether or not you are using a true experimental design, please indicate the variables that you will be tracking to assess comparability between the groups. Matching criteria might include: age, gender, ethnicity, socioeconomic status, criminal history, parental criminal history, etc.

Age—frequency count

Gender—frequency count

Risk assessment score—baseline raw score

Number of previous offenses—frequency count

- 9a. After each characteristic listed above, describe how it will be measured.

See above.

- 9b. Which of these characteristics, if unequally distributed between the treatment and comparison groups, would complicate or confound the tests of your hypotheses? How will you manage that problem?

Any of the above could potentially be unequally distributed between the treatment and comparison groups. However, because of the large number of youth in the program, the variance would not be an issue. An analysis of covariance would remove the variability in the dependent variable due to the covariate.

- 9c. If you are using an historical comparison group, describe how you will ensure comparability (in terms of target population and matching characteristics) between the groups.

10. **Comparison Group:** The intent here is to document the kind of comparison group you will using. If you are using a true experimental design, the comparison group will be randomly selected from the same subject pool as the treatment subjects - in that case enter "true experimental design" in the space below. However, for quasi-experimental designs, the comparison group might come from a number of different sources such as: matched schools, matched geographical areas, other matched counties, a matched historical group, etc.

Please identify the source of your comparison group.

True experimental design.

11. **Assessment Process:** The intent here is to summarize the assessment process that will determine the nature of the interventions that the juveniles in the treatment group will receive. For example, psychological testing, multi-agency and/or multi-disciplinary assessments, etc.

A team comprised of the Probation Officer, the Marriage and Family Counselor, parents, and the juvenile will meet to develop a treatment and restorative justice plan (TRJP). The plan will outline the specific interventions for the juvenile and the family as well as the requirements necessary for restitution and for successful completion of the program.

- 11a. Describe any standardized assessment instruments that will be administered to all treatment group subjects for the purposes of identifying appropriate interventions.
- The Tehama County Probation Risk and Needs Assessments will be used for all targeted youth, both in the treatment and comparison groups.
 - The Child and Adolescent Functional Assessment Scale which assesses the degree of impairment in children and adolescents with emotional, behavioral, or substance abuse symptoms.
 - The Coopersmith Self-Esteem Inventory which measures a youth's attitudes toward him/herself in the social, academic, family and personal areas.
- 11b. Identify, which assessment instruments, if any, will also be administered to comparison group subjects.
- Same instruments as above.
12. **Treatment Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which treatment subjects will be chosen. This process might include referral by a judge, referral by a school official, referral by a law enforcement officer, administration of a risk assessment instrument, etc.
- Juveniles will be selected through referral by a judge, a law enforcement officer, probation officer, or school official.
13. **Comparison Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which comparison subjects will be chosen. For true experimental designs, this process will be the same as for treatment subjects.
- Same as above.
- 13a. If procedures for determining the eligibility of participants for the Comparison Group differ from those described in 12, please describe them. If different procedures are used, how will you ensure comparability of the two groups on critical characteristics?

Variable	Score/Scale	Additional Information	Significance Test
Successful restitution	Count of occurrences		Binomial Significance Test
Recidivism rate (new offenses)	Count of occurrences		ANOVA
Recidivism rate (technicals)	Count of occurrences		ANOVA
Successful completion of probation	Count of occurrences		ANOVA
Coopersmith (Self-Esteem)	Change in scores	Non-parametric data	Mann-Whitney U
Standardized Test (SAT/9)	Change in scores		ANOVA
CAFAS (Functioning Levels)	Change in scores		ANOVA
Out-of-home placements	Count of occurrences		ANOVA

14. **Outcome Variables:** In the table above, list some of the most important outcome variables that you are hypothesizing will be positively affected by your Program. Possibilities include grade point average, truancy, arrest rate, successful completion of probation, petitions sustained, alcohol and drug problems, risk classification, etc.
15. **Score/Scale:** To “measure” the effects produced by your Program, you must put the variable in question on some sort of measuring scale (e.g., a test score, a count of occurrences, a rating scale, a change score indicating education achievement progress). For each variable for which you are making a hypothesis, indicate in the table above the measurement that you will be statistically analyzing when you test your hypothesis.
16. **Additional Information:** To explain more fully how you intend to test your hypothesis, you might find it helpful to supply additional information. For example, you might intend to partition the data by gender or make differential hypotheses for different age ranges. Supplying “additional information” is optional; but if there is some aspect of the hypotheses testing that is important for us to know about, please supply it in this section in the table above.

- 16a. For each outcome variable that will not be measured by a standardized assessment procedure, describe the procedures that will be used. For instance, if your county has developed a risk-assessment tool that you will be using to measure change, please describe how it works.
17. **Significance Test:** In order for a statistical procedure to be the appropriate test of a particular hypothesis, certain assumptions must be met. It is critical at the outset of a research design to make sure that the measuring devices, measuring scales, samples, and methodology produce the kind of data that fit the requirements of the intended statistical procedure. In this section in the table above, please list your choice for the testing of your hypothesis, given the research design you have chosen, the measurement you will use, and the data you will be collecting.
- 14a. The table below contains an exhaustive list of the outcomes for which hypotheses have been developed by different Challenge II Programs. In the column to the left, check (✓) those outcomes that will be evaluated as part of your research design. For each such item, check the boxes to the right if you will also be collecting data for this variable for the period preceding program entry (Pre-Program) and/or for the period during program participation (During Program).

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
x	Risk Factors	x	x
	Time to Complete Risk Assessment		
x	Arrest/Referral (any)	x	x
x	# of Arrests/Referrals	x	x
x	Type(s) of Arrest(s)/Referral(s)	x	x
x	Petitions Filed (any)	x	x
x	Sustained Petitions (any)	x	x
x	# of Sustained Petitions	x	x
x	Type(s) of Sustained Petition(s)	x	x
	Adult Convictions (any)		
	# of Adult Convictions		
	Type(s) of Adult Convictions		
x	Institutional Commitment (any)	x	x
x	# of Institutional Commitments		x
x	Commitment Time		x
x	Completion of Institutional Commitment		x
x	Restitution Ordered		x
x	Restitution Amount		x
x	Restitution Paid		x
x	Amount of Restitution Paid		x
x	Court-Ordered Work		x
x	Court-Ordered Work Hours		x
x	Court-Ordered Work Completed		x
x	# of Court-Ordered Work Hours Completed		x
x	Court-Ordered Community Service		x
x	Court-Ordered Community Service Hours		x
x	Court-Ordered Community Service Completed		x
x	# of Court-Ordered Community Service Hours Completed		x
	Education-Enrollment Status		
	Education-Grade Level		
	Education-Credits Earned		
	Education-Grade Point Average		
x	Education-Expulsions		x
x	Education-Suspensions		x
x	Gang Involvement		x
x	Alcohol Use	x	x

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
x	Drug Use	x	x
x	Runaway		x
x	Wardship Status		x
x	Informal Probation Status		x
x	Contacts with Probation Officer		x
x	Family Functioning		x
x	Self Esteem	x	x
	Use of Community Services		
	Self-Protective/Avoidance Behavior		
x	Client Satisfaction		x
	Family Attitudes		
	Social Skills		
	Pregnancy/Child Birth Rate		
	Perceived Control Over Life		
	Community Attachment – Sense of Membership		
	Time to Initiate Supervision		
	Referrals to Community Agencies		
x	Other (Specify): School Attendance	x	x
x	Other (Specify): School Achievement (SAT/9)	x	x
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		

The following questions are supplemental to the Research Design Summary Form and will help us understand how you intend to manage data collected for this project.

18. What additional background information (if any) will be collected for the participants (both treatment and comparison)? For instance, will you gather information about family criminal background, drug involvement, parent attitudes, etc. If so, what will be collected and how?

We will be collecting the information as set forth by the common data elements.

19. How will the process evaluation be performed? What components will be addressed and how will they be measured (e.g., services available and frequency of use of those services by each participant)? What is the timeframe for gathering process-related information? What recording mechanisms will be used? If descriptive or statistical analyses will be performed, please describe what they will be.

The goal of the process evaluation will be to give the project timely feedback on the services being provided and the progress of the project toward meeting its goals and objectives. We will be tracking the services delivered and collecting information on contextual factors, i.e., who is providing the service delivery and how it is being provided. The timeframe for gathering process-related information will be ongoing throughout the three years of the project. During the first year, the process evaluation will focus upon the start-up of services including staff development and training. Information will be collected through observations, interviews, focus groups and project records. Interviews and focus groups will be transcribed with a content analysis of the interviews using an emergent design.

20. Describe how you will document services received by the treatment and comparison group members. Examples are: how many family counseling sessions did the family attend, how intense (and by what measure) was the drug treatment, did the subject complete the interventions, etc.?

The Challenge Grant I program developed a list of services which is contained in the file of each youth. The Probation Officers are in charge of recording the services received. Standards for each area have been established as to what constitutes completion. This same system will be used in the Challenge Grant II program.

21. What will be the criteria for completion of the program? For instance, will the Program run for a specified amount of time irrespective of participants' growth or lack thereof? If so, how long? Alternatively, will completion be determined by the participants' having achieved a particular outcome? If so, what will that outcome(s) be and how will it be measured? Examples are decreased risk as measured by a particular instrument, improved academic performance, etc.

The goal of the program is successful victim restitution. Completion of the program is dependent upon the youth's completion of the established treatment plan or the youth's stabilization in all components of the treatment plan objectives. For each youth the objectives will be different, based upon their individual needs. Possible objectives include:

- Restitution completed
- Improved self-esteem
- Improved attendance in school
- Improved academic achievement
- Referral free for six months
- Attendance and participation in assigned groups

22. If Program completion will be linked to probation terms, how will you record those terms and identify adequate completion? Examples include paying restitution, completing a work program, performing community service, etc.

In addition to paying restitution, completing a work program, and/or performing community service, other terms will include: completion of a victim empathy course; completion of an anger management program; successful completion of a substance abuse program.

23. On what basis will a subject be terminated from the Program and be deemed to have failed to complete the Program?

- Moved from the county
- Commitment to CYA
- Minors deemed to be unsafe for community corrections
- Minors removed from home and placed in long-term placement